**Mini Work Sample Teaching Unit: American Women Writers**

By

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EDU 342: Secondary English Methods/Practicum

Instructor: Dr. Gina Shelley

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**Introduction**

This unit focuses on the great American women writers of the 19th century. Students are introduced to their work and the historical influences affecting their writing and viewpoints. I chose this topic because I believe American women writers including: Emily Dickinson, Kate Chopin and Charlotte Perkins Gilman wrote poems and stories representing and expressing the social forces at work regarding gender in 19th century America. This unit provides across the curriculum instruction and allows for students to relate to the material and activate their prior knowledge. Within the unit, students will work both independently and within groups. They’ll be asked to critically think, formulate their own viewpoints and express themselves in a variety of methods. I chose the essay question test as my final assessment because I wanted to evaluate if my students are able to respond well to critical thinking questions, use correct writing procedures and back up their opinions with concrete support.

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**Section 1: Contextual Factors**

The Clinton Community School District in Clinton, Iowa has two public middle schools including Lyons Middle School and Washington Middle School. Clinton Community is around the population of 30,000 residents. My practicum teacher’s name at Lyons Middle School this semester is Mrs. Mary Goodridge. During my observation time at Lyons middle school, I participate in three classes all of which are 7th grade language arts. The class sizes range from 24 to 30 students in each class. Unlike my previous practicum experience at Washington Middle School, the cultural and socio-economic factors among students don’t seem to vary as tremendously as they do at Washington Middle School. Students at Lyons Middle School do come from diverse backgrounds, but it’s not as apparent as it is at Washington Middle School.

The classroom atmosphere in the 7th grade classroom is active, talkative and questioning. These students are ambitious to communicate with each other, their teacher and myself. On the first day, they were inquiring about me, asking for my help and thanking me for getting involved in their work. On the other hand, their inquisitiveness is also the one thing that can get them in trouble behaviorally. Their biggest challenge is controlling their conversations. They love to talk all the time and at times can get distracted from their work.

Mrs. Goodridge’s classroom is what I would call the typical English classroom. It’s

decorated with bulletin boards and posters about reading, grammar, tools to use when reading and powerful words. She has one bulletin board dedicated solely to 6 tools of reading including: Synthesizing, sensory imaging, determining importance, schema, inferring and questioning. Mrs. Goodridge has huge bookshelves, a SmartBoard at the front of the room, 3 teacher’s desks (co-teaching) and one computer in the classroom. Students in language arts class at Lyons

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Middle School have individual desks, but sit at 6 person tables in both math and science. Mrs.

Goodridge does have students with IEP’s and 504 plans and does co-teach with a special education teacher as well.

The learning styles within the differing classes vary and as expected include all types of learners. Many students are visual learners and respond well to technology. Mrs. Goodridge is currently using technology in every class. Students in all three classes are working to create a magazine based on a country of their choice. They’re working to create flyers, ads and visual representations of their specified country. Students are working daily in the computer lab and will also write a research paper about their country.

Mrs. Goodridge does have her rules, policies and expectations posted up in her classroom. It’s clear what she expects and makes it known to students who are not meeting those expectations. She uses proximity and moments of silence to get her students’ attention. Mrs. Goodridge reminds students throughout class to control their talking and passes out detentions to those who can’t control it. One of her biggest challenges is getting students to get their work done and turned in on time. Lyons recently hosted an invention for those students who are struggling to hand in work. Struggling students in all content areas were involved and given

school time to get late work finished. Lyons Middle School’s vision is Success at LMS. It’s posted throughout the whole building on posters, schedules, walls and in classrooms. This intervention was one strategy they use to help their students in achieving success.

Lyons Middle School does have many resources available to students including an LRC, multiple computer labs and after school and mentoring programs. Mrs. Goodridge uses the technology resources available daily in her classroom. Each student is able to log onto the

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school’s server with an individualized password. Students are able to work independently or

collaboratively in the computer labs. Mrs. Goodridge uses technology to connect with her students. She gives them interactive technology activities and provides cross curriculum instruction as well.

Mrs. Goodridge’s teaching style is based on classic instruction. She does use the computer labs to incorporate technology in her classroom, but she uses an authoritative approach to teaching and managing her classroom. Mrs. Goodridge is clear with students about what will and will not be tolerated. She works to guide her students to exhibit positive and productive learning behaviors. Although she is does come from a place of authority, Mrs. Goodridge does offer the students choices, tries to make positive connections and relates the material to their own lives.

Contextual factors will impact and definitely affect my decision making within the classroom. These factors will continue to shape the school and classroom atmosphere. Contextual factors affect students by how they learn and how they behave. As an upcoming educator, it’s essential that I understand the factors that are affecting my students’ lives both in

and out of the classroom. I plan to design lessons to activate their prior knowledge, create intrinsic motivation and engage students in the material. I hope to use all the resources available to me to be inventive and give my students a safe, respectful and productive learning environment. Technology will be one tool I plan to use on a regular basis to connect to my students. As an upcoming educator, I hope to recognize the contextual factors affecting my students, be conscious of them when planning lessons and design instruction with these factors in mind.

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**Section 2: Assessment Plan**

**Assessment Plan for the Unit on American Women Writers**

**Ms. Janel Laufter**

**10th Grade Language Arts**

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**Curricular Goals (National, State, District, 21st Century)**

**National Standards:**

**RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.**

**Iowa Core Standards:**

Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: Students can identify the author’s views or purpose.

Benchmark: Students can interpret nonliteral language used in a text.

Benchmark: Students can draw conclusions, make inferences and deduce meaning.

Benchmark: Students can analyze style or structure.

**Clinton Community School District Standards:**

Reading Benchmark 1: Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

Reading Benchmark 2: Read and interpret a wide range of literature to build an understanding of the many dimensions of human experience.

**21st Century Standards:**

**Employability:** Essential Concept and/or Skill:Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.

**Employability:** Essential Concept and/or Skill:Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.

**Objectives/Goals:**

1. Students will be able to read and understand different literary genres.
2. Students will create an appreciation for American women writers.
3. Students will question the author’s meaning and viewpoints.
4. Students will interpret how literature expresses the dimensions of human experience.

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**Background:**

Students have just completed two units called Conflict and Expansion 1850-1900 (Part One: A House Divided: Slavery and the Civil War and Part Two: Tricksters and Trailblazers: The Vanishing Frontier). They’ve read several literary genres by multiple authors including: Fredrick

Douglas, Frances Ellen Watkins Harper, Mark Twain, Willa Cather and Americo Paredes. This unit called Women’s Voices, Women’s Lives: A New Literature 1855-1925 will focus on American women writers. Students will now begin studying American Women writers including: Emily Dickinson, Charlotte Perkins Gilman and Kate Chopin. This unit will focus primarily on poetry, fiction and vocabulary. The purpose of this unit is to give students knowledge about the challenges, struggles and pursuits of American women during the time. After this unit, students will begin a second unit from this time period called The American Dream: Illusion or Reality. This purpose of this class will be to introduce students to American literature and help them to understand how literature from different time periods reflects upon the historical context of the time in which it was written.

**Lesson 1: Introduction to Women in Literature**

**Assessment:** Sticky Notes (Formative & Summative Assessment)

**Essential Question:** How does human experience affect the literature written by women?

**Rationale:**

I chose this assessment because students need to be able to read independently, decipher what’s important, conquer questions, identify what they don’t understand and thoughtfully respond to a text. Using sticky notes, I’m able to track individual progress and if they’ve completed the objective. I’m also able to identify what students may need assistance in doing while they’re reading. Sticky notes provides students with a way to organize their thoughts, especially those students who may be struggling readers. This assessment addresses objective four of the American women writers unit. This section of the unit gives students the historical background of the women in history and allows students to interpret how literature does and will express the dimensions of human experience.

**Lesson 2: Poetry (Emily Dickinson)**

**Assessment:** Writing a Poem (Summative Assessment)

**Essential Question:** Are nature, hope, success and death reoccurring themes in poetry?

**Rationale:**

I chose this assessment because I thought students would enjoy writing poetry, especially based around the work of Emily Dickinson. This would be a summative assessment assigned as a homework assignment for each student to create their own poem. The assessment would give students a choice about which of Dickinson’s themes inspires them. This assignment would give students the personal freedom to explore their own viewpoints about one of these themes. It ties into the unit objectives because students become the author expressing their own ideas and viewpoints. This assessment also leads into the next lesson involving the historical and cultural aspects of the time by reading, “The Yellow Wallpaper.”

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**Lesson 3: Fiction (The Yellow Wallpaper by Charlotte Perkins Gilman)**

**Assessment:** Poster or Graphic Representation (Formative & Summative Assessment)

**Essential Question:** Can students work in groups, collaborate and create a project which is delivered in one voice?

**Rationale:**

This assessment is both a formative and summative assessment. Students will work in groups of two to three to create a poster or graphic presentation based on The Yellow Paper. As a formative assessment, students will work on this project during class time. Therefore, I’ll be able to circulate, monitor progress and answer any questions. As a summative assessment, the students’ final piece will be graded both as a group and on individual contributions as well. This project will allow students to make their own interpretations, create opinions and express their view points. It ties directly into unit one objective students will be able to read and understand different literary genres. This assessment also leads into the next lesson about understanding the 10 identified vocabulary words from The Yellow Wallpaper.

**Lesson 5: Fiction (The Story of an Hour)**

**Assessment:** Write an Epitaph (Summative Assessment)

**Essential Question:** What inferences can students make about Mrs. Mallard to understand what she would want her epitaph to say?

**Rationale:**

I chose this assessment because it’s a little outside the box. It would be a surprise to students I believe. It’s a creative assignment and gives students choices and personal freedom. It also touches on the theme of death, which is a reoccurring theme throughout the unit. I think this assignment will allow students to consider how they want to live their own lives and what they would want their own epitaph to read. This assessment ties into the unit’s objectives by addressing objective number three and four. It allows students to question the author’s meaning and viewpoints while interpreting how literature expresses the dimensions of human experience.

**Lesson 5: Essay Test (American Women Writers)**

**Assessment:** Essay Test (Summative Assessment)

**Essential Question:** Can students complete an essay test with 80% accuracy?

**Rationale:**

I chose this assessment as my summative assessment for the unit. I decided to provide students with an essay test so I can evaluate how the students grasped the content of the unit. This assessment gives students the opportunity to show me what they’ve learned and what they think about the material. This assessment ties into all of the units objectives and meets curriculum standards.

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**Section 3: Unit Overview and Calendar**

**OVERVIEW OF PRACTICUM LESSONS**

**Name: \_\_\_\_\_Janel Laufter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_\_\_\_\_\_\_\_\_10th Grade\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_English\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Overall Goal(s) Standards & Benchmark Referenced from Clinton Schools Website**  **Reference to IOWA Core Curriculum** | **Lesson #1**  **Date: January 30th, 2012** | **Lesson #2**  **Date: February 1st, 2012** |
| **National Standards**  **RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.**  **21st Century Skills**  **Civic Literacy**  **High School (9 – 12)**  **Understand rights, roles, and status of the individual in relation to the general welfare.**  **Employability Skills**  **High School (9 – 12)**  **Work appropriately and productively with others**  **All 5 lessons will be for a unit on women in American literature.** | **Topic: Introduction to women in literature**  **Objective:** **SWBAT create 2 interesting facts/comments, 2 questions and 2 unknown vocabulary words on sticky notes while reading “Women’s Voices, Women’s Lives” from pages 594-596.**  **Materials/Resources: The Language of Literature: American Literature**  **Learning Activities: Reading with sticky notes**  **Assessment Strategy: TWC that students created 2 interesting facts/comments, 2 questions and 2 unknown vocabulary words on sticky notes while reading “Women’s Voices, Women’s Lives” from pages 594-596.**  10 | **Topic: Poetry (Emily Dickinson)**  **Objective: SWBAT to write poem based on nature, hope, success or death based on their views after reading selected poems by Emily Dickinson on pages 599-602.**  **Materials/Resources: The Language of Literature: American Literature**  **Learning Activities: Reading as a whole class and class discussion**  **Assessment Strategy: TWC that students wrote a poem based on nature, hope, success or death based on their views after reading selected poems by Emily Dickinson on pages 599-602.** |
| **Lesson #3**  **Date: February 3rd, 2012** | **Lesson # 4**  **Date: February 7th, 2012** | **Lesson #5**  **Date: February 9th, 2012** |
| **Topic: Fiction (The Yellow Wallpaper)**  **Objective: SWBAT to design a poster or graphic representation in groups of four based on “The Yellow Wallpaper,” by Charlotte Perkins Gilman on pages 606-618.**  **Materials/Resources: The Language of Literature: American Literature**  **Learning Activities: Cooperative learning**  **Assessment Strategy: TWC that students designed a poster or graphic representation in groups of two or three based on “The Yellow Wallpaper,” by Charlotte Perkins Gilman on pages 606-618.** | **Topic: Fiction (The Story of an Hour)**  **Objective: SWBAT to write an epitaph for Mrs. Mallard from Kate Chopin’s, “The Story of an Hour.”**  **Materials/Resources: The Language of Literature: American Literature**  **Learning Activities: Partner reading and class discussion**  **Assessment Strategy: TWC that students wrote an epitaph for Mrs. Mallard from Kate Chopin’s, “The Story of an Hour.”** | **Topic: Final Assessment**  **Objective: SWBAT to complete an essay test with 80% accuracy after completing the unit on American women writers.**  **Materials/Resources: The Language of Literature: American Literature**  **Learning Activities:**  **Review before the test**  **Assessment Strategy: TWC that students completed an essay test with 80% accuracy after completing the unit on American women writers.** |

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**Section 4: Lesson Plans**

**LESSON #1**

**NAME:** Janel Laufter

**DATE:** January 30th, 2012

**TOPIC/GRADE/TIME:** Introduction to Women in Literature 10th Grade 75 minutes

**National Standards:** RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**21st Century Skills:** 21st Century Skills

Civic Literacy

High School (9 – 12)

Understand rights, roles, and status of the individual in relation to the general welfare.

**STRATEGY:** Reading with sticky notes

**OBJECTIVE: SWBAT** create 2 interesting facts/comments, 2 questions and 2 unknown vocabulary words on sticky notes while reading “Women’s Voices, Women’s Lives” from pages 594-596

**EVALUATION: TWC** that students created 2 interesting facts/comments, 2 questions and 2 unknown vocabulary words on sticky notes while reading “Women’s Voices, Women’s Lives” from pages 594-596.

**MATERIALS:** The Language of Literature: American Literature textbook, sticky notes and SmartBoard

**ACCOMMODATIONS:** Student with ADHD will read aloud and fill out sticky notes with a practicum student

**ANTICAPATORY SET:** Ask students who are they favorite writers? Why do they like them? Does it make a difference if they’re male or female?

**PROCEDURES:**

* Explain to students that we are beginning our unit on American women writers
* Explain that today we will begin by reading the introduction
* Pass out sticky notes
* Read as a group the first paragraph of the introduction on page 594.
* Ask students what they felt was the most important point to the first paragraph? (A woman’s right to vote)
* Show students this video (<http://youtu.be/yqpeXp1PcpY>)
* Ask students what they thought of the video? What stood out to them?
* Read as a group the next paragraph

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* Ask students what they found interesting or questioned in the paragraph?
* Write their answers on the SmartBoard
* Explain to students that this would be a comment they would record while reading on their sticky notes.
* Ask students to read the remainder of the introduction independently
* Ask students to record 2 interesting facts or comments, 2 questions and 2 unknown vocabulary words on their sticky notes while reading
* Ask students to include and read Voices from the Times, “Ain’t I a Woman” by Sojourner Truth
* Allow students 30 minutes to read the remainder of the introduction
* Circulate and assist students as needed
* Give a 5 minute warning and then ask students to finish working
* Ask students to share one of their comments with the class
* Play this video for students (<http://youtu.be/gP7s6CNHTOs>)

**CLOSURE:** Ask students to consider how they think it would have been to be a woman during women’s suffrage? Do they think women still struggle for rights today?

**FORMATIVE ASSESSMENT:** Circulate and assist students while their working

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**LESSON #2**

**NAME:** Janel Laufter

**DATE:** February 1st, 2012

**TOPIC/GRADE/TIME:** Poetry by Emily Dickinson 10th Grade 75 minutes

**National Standards:** RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**21st Century Skills:** 21st Century Skills

Employability Skills

High School (9 – 12)

Work appropriately and productively with others

**STRATEGY:** Reading as a whole class and class discussion

**OBJECTIVE: SWBAT** to write poem based on nature, hope, success or death based on their views after reading selected poems by Emily Dickinson on pages 599-602.

**EVALUATION: TWC** that students wrote a poem based on nature, hope, success or death based on their views after reading selected poems by Emily Dickinson on pages 599-602.

**MATERIALS:** The Language of Literature: American Literature textbook and a SmartBoard

**ACCOMMODATIONS:** Student with ADHD will be given a stress ball to squeeze while reading and working with the class

**ANTICAPATORY SET:** Play students this video (<http://youtu.be/OYphx9gCmXw>)

**PROCEDURES:**

* Explain to students that today we’re reading the poetry of Emily Dickinson
* Read the Literary Connection and Reading Connection paragraphs on page 598 aloud to students
* Read “This is my letter to the World” on page 599 aloud to the class
* Ask students to read it again silently to themselves
* Ask students to think about the meaning while reading
* Read the poem aloud to students again
* Ask students what is their impression of the poem?
* Allow wait time and discuss
* Ask students what they can infer about her life from her observation that the world never wrote to her?
* Allow wait time and discuss

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* Ask students what connection they see between the poet’s letter to the world and nature’s “simple News?”
* Allow wait time and discuss
* Explain that most of Dickinson’s poems were not published during her lifetime.
* Ask students if they think she expected that other people would read her poetry? Why or why not?
* Read “Hope is the thing with feathers” on page 600 aloud to the class
* Ask students to read it again silently to themselves
* Ask students to think about the meaning while reading
* Read the poem aloud to students again
* Ask students what is their impression of the poem?
* Allow wait time and discuss
* Ask students why they think Dickinson pictures hope as a bird?
* Allow wait time and discuss
* Ask students to brainstorm the qualities of a bird
* Write them on the SmartBoard
* Ask students to brainstorm what qualities of hope are similar to a bird?
* Write them on the SmartBoard and discuss
* Ask students how they interpret the last two lines of the poem?
* Allow wait time and discuss
* Read “Success is counted sweetest” on page 601 aloud to the class
* Ask students to read it again silently to themselves
* Ask students to think about the meaning while reading
* Read the poem aloud to students again
* Ask students what is their impression of the poem?
* Allow wait time and discuss
* Ask student how they interpret lines 3 and 4? How do they relate to lines 1 and 2?
* Allow wait time and discuss
* Explain how Dickinson uses the image of a battlefield to make her point.
* Ask students why might the defeated soldier be better able to define and appreciate victory than the winning soldiers?
* Allow wait time and discuss
* Ask students if they agree with Dickinson’s observations about success?
* Allow wait time and discuss
* Read “Because I could not stop for death” on page 602 aloud to the class
* Ask students to read it again silently to themselves
* Ask students to think about the meaning while reading
* Read the poem aloud to students again
* Ask students what is their impression of the poem?
* Allow wait time and discuss
* Ask students why do they think the speaker could not stop for death?
* Allow wait time and discuss

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* Ask students about the imagery in the third stanza (the carriage passing a school, fields of grain and the setting sun), what aspects of a person’s life might these images symbolize?
* Allow wait time and discuss
* Ask students what they think the speaker’s attitude is toward death?
* Allow wait time and discuss
* Ask students after reading these poems, what can you infer about Dickinson’s personality, values and view of the world?
* Allow wait time and discuss
* Explain to students as homework they will be responsible for writing a poem that expresses their views about nature, hope, success or death.
* Explain that the poems will be due the following day and some will be presented to the class

**CLOSURE:** Ask students to consider what their viewpoints are about nature, hope, success and death? What do they want to write about in their poem? What do they want to express?

**FORMATIVE ASSESSMENT:** Class discussion

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**LESSON #3**

**NAME:** Janel Laufter

**DATE:** February 3rd, 2012

**TOPIC/GRADE/TIME:** The Yellow Wallpaper by Charlotte Perkins Gilman 10th Grade 75 minutes

**National Standards:** RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**21st Century Skills:** Employability Skills

High School (9 – 12)

Work appropriately and productively with others

**STRATEGY:** Cooperative Learning

**OBJECTIVE: SWBAT** to design a poster or graphic representation in groups of four based on “The Yellow Wallpaper,” by Charlotte Perkins Gilman on pages 606-618.

**EVALUATION: TWC** that students designed a poster or graphic representation in groups of four based on “The Yellow Wallpaper,” by Charlotte Perkins Gilman on pages 606-618.

**MATERIALS:** The Language of Literature: American Literature textbook, computers, poster board, markers, construction paper, scissors, glue sticks, crayons and/or colored pencils

**ACCOMMODATIONS:** Student with ADHD will be able to sit on the comfy chair while listening to the reading

**ANTICAPATORY SET:** Ask students what is your mental picture of someone suffering from a nervous condition? Would the person more than likely be male or female? Young or old? What symptoms might they have?

**PROCEDURES:**

* Explain to students what the objective for today is and to pay attention to visual imagery as the story is being read
* Read “The Yellow Wallpaper” aloud to the class
* Ask for volunteers, but don’t use round robin reading
* Break students into groups of 4 by numbering off around the room (if there is not an even number, groups can be made of 3 as well)
* Ask students to get into their groups around the room
* Pass out the instruction sheet to students

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* Explain to the class that each student will have a role and responsibility in the group
* Explain that each person will be accountable for their own work as well as the groups
* Explain to the students the instruction sheet and answer any questions
* Pass out materials to each group (if the computer lab is available students should be allowed to use images from the internet)
* Give students 30 minutes to create their poster or graphic representation
* Remind students to keep an eye on time and to be productive
* Circulate and assist students
* Give a 5 minute warning and then ask students to finish working
* Ask students to share their poster with the class

**CLOSURE:** After reading the story, have any of your answers from the original questions I asked you about mental illness changed?

**FORMATIVE ASSESSMENT:** Circulate and assist students while their working to answer any questions or concerns

**“The Yellow Wallpaper”**

**Cooperative Learning Instructions**

Each group will be responsible for creating a poster or graphic representation of “The Yellow Wallpaper.”

Consider these questions……

What do you make of the visual imagery in the wallpaper (the bars, bulbous eyes, creeping woman, etc)?

If the wallpaper is a reflection of the narrator’s psychological state, what does this imagery suggest to you about her feelings and preoccupations?

Is this a horror tale or maybe a semiautobiographical account of a mental breakdown?

Work together in your group to make your own interpretation.

**Guidelines:**

Assign everyone a role in the group.

Facilitator: Keeps the group on task and makes sure everyone participates

Reporter: Shares the summary of the work and speaks for the group

Recorder: Keeps notes on important ideas and brainstorming

Timekeeper: Keeps track of time and reminds the group about how much time is left

Each group member will be responsible for carrying our his or her job.

You may use any materials available in class including: Poster board, markers, construction paper, scissors, glue sticks, crayons and/or colored pencils.

If the computer lab is available, students will be allowed to use visual images from the internet as well.

**Use your imagination, be creative and have fun!**

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**LESSON #4**

**NAME:** Janel Laufter

**DATE:** February 7th, 2012

**TOPIC/GRADE/TIME:** The Story of an Hour by Kate Chopin 10th Grade 75 minutes

**National Standards:** RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**21st Century Skills:** Employability Skills

High School (9 – 12)

Work appropriately and productively with others

**STRATEGY:** Partner reading, graphic organizers and epitaph

**OBJECTIVE: SWBAT** write an epitaph for Mrs. Mallard from Kate Chopin’s, “The Story of an Hour.”

**EVALUATION: TWC** that students wrote an epitaph for Mrs. Mallard from Kate Chopin’s, “The Story of an Hour.”

**MATERIALS:** Get one – give one graphic organizer, clock graphic organizer, SmartBoard, epitaph handout and The Language of Literature: American Literature textbook

**ACCOMMODATIONS:** 3Visual graphic organizers and student with a visual disability is seated in the front of the classroom

**ANTICAPATORY SET:** Students will fill in a get one – give one graphic organizer by identifying 4 to 5 things they know about what makes a good marriage? Then students will fill in the rest of their graphic organizer by comparing their answers with their fellow students.

**PROCEDURES:**

* Pass out the clock graphic organizer
* Draw the clock graphic on the SmartBoard
* Explain to students that “The Story of an Hour” actually does take place within an hour
* As a group, read the first 5 paragraphs of the story, while focusing on what happens in the first fifteen minutes of the story
* Ask students what are 3 things that happen in the first fifteen minutes?
* Fill in graphic organizer on the SmartBoard
* Have students fill in their graphic organizer

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* Discuss about what they think is going to happen next?
* Have students partner read the next 6 paragraphs, while focusing on what happens in the next fifteen minutes of the story
* Ask each group to identify 3 things that happen in this fifteen minutes of the story and fill in their graphic organizer
* Ask each group to share one answer aloud to the class.
* Add their responses to the graphic organizer on the SmartBoard
* Repeat the following sequence with the next 2 sections of reading (The next 5 paragraphs and then to the end of the story)
* Ask students some of the questions on page 626 and discuss their viewpoints of the story as a class.
* Ask students if they know what an epitaph is?
* Explain the significance of an epitaph
* Show students examples of epitaphs online
* Pass out the epitaph handout
* Ask students to write an epitaph for Mrs. Mallard from Kate Chopin’s, “The Story of an Hour, “commenting on her life or the circumstances of her death. Ask students to keep in mind her personal thoughts revealed in the story.
* Allow 12 – 15 minutes for students to work
* Circulate and assist students
* Give a 2 minute warning and then ask students to finish working
* Ask students to share their epitaph with a partner in 2 minutes

**CLOSURE:** Ask students to consider how they think the story relates to marriage now? What can couples do to make their marriage successful today?

**FORMATIVE ASSESSMENT:** Graphic organizers and circulate as students create their epitaph

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Get One - Give One

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**EPITAPH for: \_\_\_\_\_\_\_\_\_\_\_\_**

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**Section 5: Assessment**

**LESSON #5: FINAL ASSESSMENT**

**NAME:** Janel Laufter

**DATE:** February 9th, 2012

**TOPIC/GRADE/TIME:** Final Assessment to Unit on Women in Literature 10th Grade 75 minutes

**National Standards:** RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**21st Century Skills:** 21st Century Skills

Employability Skills

High School (9 – 12)

Use all the appropriate principles of communication effectively

**STRATEGY:** Essay Test

**OBJECTIVE: SWBAT** to complete an essay test with 80% accuracy after completing the unit on American women writers.

**EVALUATION: TWC** that students completed an essay test with 80% accuracy after completing the unit on American women writers.

**MATERIALS:** The Language of Literature: American Literature textbook, sticky notes and SmartBoard

**ACCOMMODATIONS:** Student with a learning disability will be given extended time to take the test in the resource room.

**ANTICAPATORY SET:** Ask students what have we been studying over the past 2 weeks? What work or author did they enjoy reading the most? Why?

**PROCEDURES:**

* Explain to students that we are ending our unit on American women writers
* Explain that today we will begin by reviewing the material first and then taking an essay test over the unit
* Begin review, ask students to identify several themes we’ve seen within the works we’ve read? (Women’s rights, suffrage, mental illness, death, hope…)
* Discuss as a class
* Ask students what they know about Emily Dickinson’s life? (Poet, caged in her house, wrote about what she saw out the window)
* Discuss as a class
* Ask students what are some of the themes of her work? (Nature, success, hope and death)

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* Ask students what a narrator is? (The person telling the story) What is the importance of a narrator? (Which perspective is being told)
* Discuss as a class
* What is shocking about The Story of an Hour? (The surprise ending)
* Discuss as a class
* What is the historical context of the time? What were women during this time experiencing? (Inequality, bad marriages, little money)
* Discuss as at a class
* Ask students if they have any questions about the material? Is anything unclear?
* Answer questions if necessary
* Ask students to put away materials except a pen or pencil
* Tell students what is expected of them while testing (Quiet environment, no talking, no cheating and music devices are fine as long as they cannot be heard by anyone else)
* Explain to students after they finish they must stay in their seat, remain quiet, read or work on other homework.
* Ask students to turn in their test on the chair at the front of the room when finished
* Pass out test
* Give students the remainder of the hour to complete the test
* Circulate and answer student questions
* Give students a 10 minute warning before time is up
* Collect tests for grading

**CLOSURE:** Does anyone have any questions before we begin testing? Please ask me now if anything is unclear before we begin taking the essay test.

**FORMATIVE ASSESSMENT:** Circulate and answer student questions during testing

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**Essay Test for the Unit on American Women Writers**

**Please choice 3 of the 5 essay questions to answer for this test. The choice is up to you on which questions you feel you can best answer. Make sure to support your answers, use correct grammar and complete sentences. Your answers will be graded on content, support and structure.**

1. **Identify one of the main themes we’ve discussed and seen throughout the works we’ve read within this unit and give one example? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **In Emily Dickinson’s poems, why do you think she chooses to write about simple themes including: Nature, hope success and death? Is it a reflection of her life?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Why do you think Gilman chose to use a first person narrator to tell the story of The Yellow Wallpaper? What are the advantages and disadvantages of this point of view, especially in light of the narrator’s condition? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **What do you think about the surprising ending of The Story of an Hour? Is it ironic? Is it clever or fitting? Unrealistic? Illuminating? A cheap trick? In your opinion, how effective would this story be without Mr. Mallard’s reappearance and Mrs. Mallard’s death? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **What influences do you think affected American women writers at the time? How did these influences affect their writing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Answer Key**

Each essay question is open to interpretation, but the content should reflect these ideas for each question. These are the topics that would be considered satisfactory in answering each question.

1. Women’s rights (Seen in all works), suffrage (Historical connection to the time), mental illness (The Yellow Wallpaper), marriage (The Story of an Hour especially), economic equality (All works), death (All works) and/or hope (Emily Dickinson’s poems and The Story of an Hour).
2. She chooses simple themes because it is what she witnesses out her window, thinks about and considers and what she wants to comment on in her poetry. It does reflect her life and beliefs. We can see her values and opinions in her poetry, especially in Because I Could Not Stop for Death.
3. To get inside the narrator’s head. Advantages: First person perspective, inside thoughts, fears, concerns and hopes. Disadvantages: It’s the only perspective, the narrator can chose what they want to reveal and the narrator could be lying.
4. It’s ironc, clever, fitting and realistic. It must be this way in order for the story to work and succeed in its message about the lives of women in marriage. Mrs. Mallard must go through her awakening and revelation then to die at the end at the thought of going back to life as Mrs. Mallard.
5. Economic inequality, marriage, children, the desire of “real” love, the hope for freedom and equality. These influences directly affect their writing and the content of their writing. All of these American women writers discuss similar themes, hopes and desires, most of which involve the desire for freedom.

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